

Gesellschaftliches Engagement in der dritten Mission von Hochschulen

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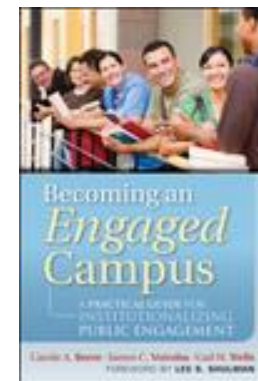
1. Dritte Mission: eine Abgrenzung

- **Third stream, engagement, services**
- **Initiativen: Russell Report, Prime Network, E3M, Fifth, BeMission, OECD, LV**
„Third Mission as a way of doing or a mind-set for accomplishing the first two“ (E3M-Projekt, 2012)
- **Sammelbegriff für alle gesellschaftsbezogenen Hochschulaktivitäten**
„wechselseitiger, institutionalisierter Austausch zwischen Hochschulen und Gesellschaft, (Stifterverband, 2011)
- **„Global“ vs „Lokal“**
„Third Mission activities in universities stimulate and direct the application and exploitation of knowledge to the benefit of the social, cultural and economic development of our society“ (HEFCW, 2004)
„Eine umfassende Diskussion über die dritte Mission findet in Österreich noch nicht statt“ (Pausits, ZFHR 2013)

2. Internationale Beispiele

- **The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification**

- www.nerche.org



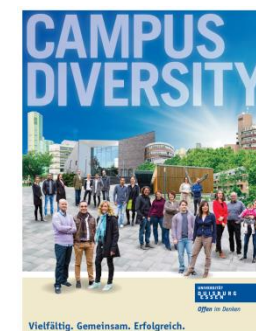
- **Social Responsibility Report**

- Turku University of Applied Sciences 2004



- **Universität Duisburg Essen - Diversity Management**

- www.uni-due.de/de/diversity
- Hochschulnetzwerk Bildung durch Verantwortung, www.netzwerk-bdv.de



Dimensionen

Dimension of public engagement	Examples of engagement	Possible higher level outcomes
1 Public access to facilities	<ul style="list-style-type: none"> • Access to university libraries • Access to university buildings and physical facilities eg for conferences, meetings, events, accommodation, gardens etc • Shared facilities eg museums, art galleries • Public access to sports facilities • Summer sports schools 	<ul style="list-style-type: none"> • Increased public support for the institution • Better informed public • Improved health and wellbeing
2 Public access to knowledge	<ul style="list-style-type: none"> • Access to established university curricula • Public engagement events eg science fairs; science shops • Publicly accessible database of university expertise • Public involvement in research 	<ul style="list-style-type: none"> • Increased quality of life and wellbeing • Increased social capital/ social cohesion/social inclusion • Enhanced public scholarship
3 Student engagement	<ul style="list-style-type: none"> • Student volunteering • Experiential learning eg practice placements; collaborative research projects • Curricular engagement • Student-led activities eg arts, environment etc 	<ul style="list-style-type: none"> • Increased student sense of civic engagement • Increased political participation
4 Faculty engagement	<ul style="list-style-type: none"> • Research centres draw on community advisers for support/direction • Volunteering outside working hours eg on trustee Boards of local charities • Staff with social/community engagement as a specific part of their job • Promotion policies that reward social engagement • Research helpdesk/advisory boards • Public lectures • Alumni services 	<ul style="list-style-type: none"> • Social benefit to the community • Increased staff sense of civic engagement • Institutionalised faculty engagement • More 'grounded' research
5 Widening participation (equalities and diversity)	<ul style="list-style-type: none"> • Improving recruitment and success rate of students from non-traditional backgrounds through innovative initiatives eg access courses, financial assistance, peer mentoring • A publicly available strategy for encouraging access by students with disabilities 	<ul style="list-style-type: none"> • Improved recruitment and retention of undergraduates, especially from excluded communities

Hart et al. 2008, S. 14

Dimensionen

<p>6 Encouraging economic regeneration and enterprise in social engagement</p>	<ul style="list-style-type: none"> • Research collaboration and technology transfer • Meeting regional skills needs and supporting SMEs • Initiatives to expand innovation and design eg bringing together staff, students and community members to design, develop and test Assistive Technology for people with disabilities • Business advisory services offering support for community-university collaborations (eg social enterprises) • Prizes for entrepreneurial projects 	<ul style="list-style-type: none"> • Local/regional economic regeneration • Social and economic benefit to the community
<p>7 Institutional relationship and partnership building</p>	<ul style="list-style-type: none"> • University division or office for community engagement • Collaborative community-based research programmes responsive to community-identified needs • Community-university networks for learning/ dissemination/knowledge exchange • Community members on Board of Governance • Public ceremonies, awards, competitions and events • Website with community pages • Policies on equalities; recruitment; procurement of goods and services; environmental responsibility • International links • Conferences with public access and public concerns • Helpdesk facility • Corporate social responsibility 	<ul style="list-style-type: none"> • More effective strategic investment of resources • Conservation of natural resources and reduced environmental footprint • Expanded and effective community partnerships • Social and economic benefit to the community

Good Practices

Tool	Dimensions useful for						
	1	2	3	4	5	6	7
HEFCE Benchmarking Tool						x	x
HEFCE Higher Education-Business and Community Interaction (HE-BCI) survey						x	x
The Higher Education Community Engagement Model			x	x			x
REAP (University of Bradford)	x	x	x	x			x
Work Foundation	x	x					
SIMPLE						x	
University of Brighton Community Engagement Audit Tool			x	x			x
ACE			x	x			x
UPBEAT						x	
Carnegie Classification			x	x			x
Campus Compact			x	x			x
Kellogg Commission			x	x			x
The Council of Independent Colleges (CIC)				x	x		x
Civic Engagement Task Force (University of Minnesota)			x	x	x		x
Australian University Community Engagement Alliance (AUCEA)							x
Talloires/Tufts Inventory Tool for Higher Education Civic Engagement			x	x			x

3. Anregungen

- Governance/Systemebene
 - Integrative Steuerung (Lehre, Forschung, dritte Mission)
 - Indikatoren (qualitativ, quantitativ)
 - Incentives
 - Qualitätsentwicklung und -sicherung
- Institution
 - Strategie, Kultur, Struktur, Kommunikation
 - Maßnahmenportfolio (PDCA)
 - Datenerfassung und Monitoring (Reporting)
 - Analyse (Institutional Research)
 - Personalpolitik (Auswahl, Entwicklung)
- Individuum
 - Partizipation, Portfolio,

Weiterführende Literatur

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- Pausits, A. (2013) Der neu entdeckte Gesellschaftsauftrag der Universitäten - die dritte Mission als Aufforderung zur Veränderung. In: Zeitschrift für Hochschulrecht, Hochschulmanagement und Hochschulpolitik, Nr. 2. 2013 S. 42-52
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- Bruns, K., Fitzgerald, H.E., Furco, A., Sonka, S., & Swanson, L. (2011). Centrality of engagement in higher education [White paper]. Council on Engagement and Outreach, Association of Public and Land Grant Universities
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Vielen Dank!

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